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## BOOK REVIEWS

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*The Psychological Principles of Education.* By. HERMANN HARRELL HORNE.  
New York: The Macmillan Co., Pp. xiii+435. \$1.75.

Books on educational psychology are appearing so frequently that we are beginning to greet new arrivals with a query as to their distinctive message or point of view, in the midst of the wearying repetition that characterizes so much of present pedagogical literature, especially on the side of psychology. As we take up a new book, we wonder, when we notice a chapter on habit, if the author has any light to throw upon the subject beyond informing us of Bain's admirable maxims, or we vaguely hope that he may have been ingenious enough to have discovered at least some new phraseology in which to couch these useful admonitions. And we wonder, when we get to the chapters on volition, if any substitutes for James's five or more types of decision have been discovered. Most of the current educational psychologies show little originality or independence of thought. They are made up too largely of such isolated excerpts from general psychological treatises as can be given a pedagogical application, showing no attempt to grapple with the real educational problem and think it out along psychological lines. Educational psychology must really cut loose from the bondage of general psychology, however sound that may be, and determine its own specific problems, organizing psychological facts from its own point of view, rather than simply carrying psychology, as so much given data, over into the sphere of education and attempting to give it a pedagogical flavor. The educator is chiefly interested in the learning process, in the process of growth, and he has a tempting opportunity to think out his psychology with reference to the varied phases of this process.

One can but regret casting a disparaging word at so admirably written a book as Horne's *Psychological Principles of Education*; but, in spite of its containing much excellent material and many good suggestions for practical teaching, it does not present any particularly original point of view, nor does it mark any advance in the general field of educational psychology. The author works from the well-known content of the descriptive psychology of the past quarter of a century, devoting most of his time to making the familiar "pedagogical applications." This he does in a very readable form, and with much simplicity and clearness. After a preliminary discussion of the problem of education as a science, he discusses in succession intellectual, emotional, moral, and religious education. The point of view is not genetic, that is, it is not a discussion of mental growth from the point of view of the various phases of the learning process but rather of the mind as possessed of a certain set of tools which are severally capable of a degree of sharpening, or development, under the influence of various educative agencies. Such a treatment is surprising in view of the author's rejection in the first section of his book, of the doctrine of formal discipline. He takes such familiar categories as sensation, perception, memory,

conception, feeling, the finer and coarser emotions, will, and many others as standing for relatively independent processes, and seeks to show how each in itself may be cultivated. We get from his discussions no light upon the relation of these various elements within a general growth-process. We can best express our criticism of the whole method of treatment by asking the question as to whether the teacher is primarily interested in whetting certain mental capacities or in stimulating a genuine active attitude on the part of the child with reference to certain moral, intellectual, and aesthetic problems, and whether, if such active attitudes are stimulated, the various phases of mental process will not take care of themselves. The educator is interested in the mind as it develops with reference to some problem, not in it as an isolated bundle of capacities. A flagrant illustration of the isolated method of treatment is the discussion of the development of altruistic feelings in another section from that in which the problem of moral education is taken up. This latter topic is treated in an interesting way, but not in such a manner that any new light is thrown upon the difficulties involved. The same is true of religious education, which is treated at length, and which, in the opinion of the author, is the final goal of the educative process, a development of man's capacity to sense the divine, to know God. Here, again, however much we may agree with the spirit of the author's discussion, we feel that the cause of religious education as such would be strengthened if it were freed from conceptions that are in the main philosophical and theological, and were considered from a more scientific point of view.

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*The School and Its Life.* By CHARLES B. GILBERT. New York: Silver, Burdett & Co., 1906. Pp. vii+259.

This book falls under the head of a work on school management, though, as its title indicates, the treatment of the subject is much broader than the mere mechanics of school administration. Mr. Gilbert's words upon practical matters come to us with special force because of the respect which his opinions command by virtue of his wide experience in the supervisory and administrative field. Yet it is very delightful once in a while to run across a thoroughly practical book like this one, in which at the same time the results of practical experience are crystallized and exhibited under the domination of a broad and far-reaching philosophy of education. In fact, this is one of the distinctive features of this book as compared with many, if not most, of the discussions of the problems of school administration. The book is not only unified, but also vitalized by certain progressive fundamental ideas which make themselves felt at every point.

Mr. Gilbert has systematically covered every phase of school administration, from the simple district school with its one teacher to the largest and most complex city system. The teacher, the principal, the school board, the supervisor, and the superintendent are all discussed in their relation to one another, to society, and to the work of the school. As we follow the movement of thought through the various chapters, we find the author illuminating such details as motivation of a school exercise, the proper relation between learning subject-